DOCUMENT RESUME

ED 257 194 EA 017 739

TITLE	Participation of Private, Non-Profit Schools in ECIA Chapter 2 LEA Activities. Final Report. 1983-1984.
INSTITUTION	District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE	Mar 85
NOTE	105p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Federal Programs; Input Output Analysis; *Private School Aid; *Program Effectiveness; *Program Evaluation; Summative Evaluation
IDENTIFIERS	*District of Columbia Public Schools; Education Consolidation Improvement Act Chapter 2

ABSTRACT

With the enactment of the Education Consolidation and Improvement Act (ECIA) of 1981, private, nonprofit schools were rendered eligible to participate on an equitable basis in federally funded school programs. During the 1982-83 school year (the first year of ECIA Chapter 2) 44 private, nonprofit schools in the District of Columbia elected to participate in the program, and during the 1983-84 year, 52 schools participated. This evaluation of participation by private, nonprofit schools in ECIA Chapter 2 programs follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making, which was developed by the Division of Quality Assurance, District of Columbia Public Schools. This final report includes the interim report data brought up to date, along with the agreements and discrepancies between intended and observed outcomes for each of the two major objectives, i.e.: (1) to establish effective management practices at the Local Education Agency (LEA) level by the ECIA Chapter 2 administrative staff for participation of private, nonprofit schools in the program, and (2) to analyze records up to June, 1984 in order to show that through the assistance of the ECIA Chapter 2 administrative staff, participation by private, nonprofit schools at the LEA level was planned, implemented, and evaluated. Preceding the PMI status report forms is the results section, which summarizes the agreements and discrepancies for each objective; supporting data are included in the appendix. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PARTICIPATION OF PRIVATE, NON-PROFIT SCHOOLS IN ECIA CHAPTER 2 LEA ACTIVITIES

FINAL REPORT

1983-1984

Prepared by
Division of Quality Assurance

1983-1984

PRIVATE, NON-PROFIT SCHOOLS

Doris Rhodes, Project Coordinator

Gilbert Hoffman, Project Manager

OFFICE OF THE SUPERINTENDENT

Gilbert Hoffman	LEA Director, Chapter 2

DIVISION OF QUALITY ASSURANCE

David Hutie	Director
June Bland	Assistant for Evaluation

ECIA CHAPTER 2 EVALUATION UNIT

Marcia McBeath	Director
Sukai Prom	Educational Research Assistant
Virginia Wise	Administrative Clerk
Constance Cleveland	Evaluation Intern

TABLE OF CONTENTS

	Page
SUMMARY AND FINDINGS	v
Chapter:	
I. BACKGROUND AND PROJECT DESCRIPTION	
Introduction	1
Description of the Project	1
II. EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING	3
III. RESULTS	
Narrative	5
PMI Inputs, Processes and Outcomes	
Objective A	7
Objective B	16
IV. APPENDIXES	
A. Evaluation Model Schema	22
B. Sample Completed Record Card	24
C. File Content Checklist and Inventory Report Form	26
D. Participation Letter	29
E. Letter to Schools That Indicated Interest in Participating	31
F. Fiscal Information for Participating Schools	34
G. Private School Participation FY 83 and FY 84	43
H. Computer Training Review Panel	45

TABLE OF CONTENTS (continued)

		Page
IV.	APPENDIXES	
	I. Agenda of Information Meetings	48
	J. Program Planning Material	50
	K. ECIA Chapter 2 Evaluation Information	54
	L. Guidelines for Evaluation	56
	M. PMI Evaluation Model Workshop Evaluation	60
	N. Program Effectiveness Questionnaire	64
	O. Private Non-Profit School Program Plan	70
	P. PMI Workshop Evaluation Summaries	80
	Q. Program Effectiveness Questionnaire Summaries	84

SUMMARY AND FINDINGS

Title

Private, Non-Profit Schools

Project Coordinator

Doris Rhodes

Target Population

Students and staff of all private, non-profit schools within the geographic boundaries of the District of Columbia.

Background and Project Description

Participation by private, non-profit schools in federally funded public school programs was encouraged under ESEA Title IV-B and IV-C which ended in 1981. Private school participation in both titles was generally through cooperation with an existing public school program. With the enactment of the Education Consolidation and Improvement Act of 1981, participating private, non-profit schools were eligible to participate on an equitable basis with children enrolled in the public schools, without being part of an existing public school program. During the 1982-83 school year, the first year of ECIA Chapter 2, 44 private, non-profit schools elected to participate in the program. During the 1983-84 year, 52 schools participated.

Stated Objectives

A: By June, 1984, effective management practices will have been established at the LEA level by the ECIA Chapter 2 Administrative staff, for participation of private, non-profit schools in the ECIA Chapter 2 program, as measured by records on file.

B: By June, 1984, analysis of records will show that through assistance of the ECIA Chapter 2 Administrative Staff, participation by private, non-profit schools in ECIA Chapter 2 programs at the LEA level was planned, implemented and evaluated.

Evaluation

The evaluation follows the Planning, Monitoring and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. During the 1983-84 school year 52 private, non-profit schools participated in the ECIA Chapter 2 program, an increase of 19% over the number participating in 1982-83.

2. Records verified that a management system for participation of private, non-profit schools had been established and maintained.

3. Records verified that procedural guidelines had been written and disseminated.

4. Records verified that goods and services were provided with the main type of service requested being computer training.

5. Program plans submitted by participants verified their participation in LEA sponsored planning activities.

6. Records on file, discussions with participants and responses on evaluation questionnaires were evidence that programs were being implemented.

7. Workshop evaluation summaries showed that the majority of the participants (65% attending the first session and 71% of those attending the second) found the sessions to be valuable (i.e. above average in all areas). None of the areas, at either session, were rated below average.

8. Project questionnaire summaries showed that 67% of the raters used other than traditional instruments to measure effectiveness; that the largest group of recipients of the benefits were teachers (26%); that most of the programs (72%) were in effect less than 3 months; that the most commonly measured effect was interest (24%); that 43% did not meet their objectives; and that the main reason they were not met (78%) was that materials did not arrive on time.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of the Private, Non-Profit School unit is to insure that children enrolled in such schools have equitable participation in ECIA Chapter 2 LEA activities as compared to children enrolled in public schools.

Need - The requirements for participation by private, non-profit schools in the ECIA Chapter 2 activities are described in the Federal Register of November 19, 1982, summarizing Subtitle D of Title V of the Omnibus Budget Reconciliation Act of 1981 (Pub. L. 97-35).

History - Private, non-profit schools, were invited to participate in federally funded public school programs under ESEA Title IV-B and IV-C. The major purpose of IV-B was building libraries while IV-C funded model and innovative programs. Private school participation in both Titles was generally through cooperation with an existing public school program. Title IV-B which consisted mainly of the acquisition of library books involved a large percentage of the private, non-profit schools. Although all public school programs funded under ESEA Title IV-C were required to encourage private school participation in their programs, the interest was relatively low. ESEA Titles IV-B and C ended in 1981. With the enactment of the Education Consolidation and Improvement Act of 1981, participating private, non-profit schools were eligible to participate on an equitable basis with children enrolled in the public schools, without being part of an existing program. During the first year of ECIA Chapter 2, the 1982-83 school year, 44 private, non-profit schools elected to participate in the program, with most of their funding used to purchase goods, mainly computers, software and books. During the 1983-84 year, 52 schools participated. Although the larger percentage of the funding still was spent on goods, services such as training workshops were requested and provided.

Description of the Project

Program - The four major responsibilities of the LEA in the participation in Chapter 2 programs of children enrolled in private schools are (1) to provide goods and services; (2) to provide the opportunity for participation; (3) to exercise direction and control over funds; and (4) to assure that the providers of services are independent of the private school or any religious organization.

The ECIA Chapter 2 LEA has established practices to fulfill the requirements of the regulations and to assist private, non-profit schools in planning, implementing and evaluating their programs.

To Provide Goods and Services - The regulations state that, "An LEA shall provide children enrolled in private schools in that LEA with secular, neutral, and nonideological services, materials, and equipment or other benefits as will assure equitable (as compared to children enrolled in

public schools) participation of such private school children in the purposes and benefits of Chapter 2 .... (Federal Register, Vol. 47, No. 224, November 19, 1982, p. 52375). It further states that the LEA exercises administrative control over equipment and supplies placed in the private schools and shall assure that they are used for Chapter 2 purposes; for secular, neutral and nonideological purposes; and can be removed without the necessity of remodeling the private school facility. The removal may be due to the equipment or supplies no longer being needed for Chapter 2 purposes or may be because they are being used for other than Chapter 2 purposes.

To Provide Opportunity for Participation - The regulations state that "The LEA shall provide the opportunity to participate in a manner that is consistent with the number and needs of private school children in the school district of the LEA" (ibid). This involves determining the needs of the children enrolled in private schools, the number of children who will participate and the services that the LEA will provide. The services must supplement and not supplant services otherwise available to the children.

To Exercise Direction and Control Over Funds - As stated in the regulations, "The LEA shall exercise administrative direction and control over Chapter 2 funds and property that benefit children enrolled in private schools" (ibid). Expenditures must be equivalent to those for public school students in Chapter 2 programs. The regulations further state that the funds are to meet the needs of the private school children but should not be used to aid the school itself.

To Monitor the Provision of Services - The regulations state that services must be provided either by employees of a public agency or by contract with a provider who is independent of the private school and of any religious organization, and that the employment or contract must be under the control of the public agency.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

Evaluation Results - Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs. processes and outcomes on which this summary is based, presented in the PMI reporting format. Supporting data are in the appendix.

Objective A: By June, 1984, effective management practices will have been established at the LEA level by the ECIA Chapter 2 administrative staff, for participation of private, non-profit schools in the ECIA Chapter 2 program, as measured by records on file.

All observed inputs were in agreement with the intended items. In terms of personnel, these were the Assistant LEA Director for ECIA Chapter 2 whose responsibilities included coordinating and administering the program for private, non-profit schools; the LEA Director for ECIA Chapter 2, whose responsibilities included overall management for all programs funded under Chapter 2; clerical assistance; private school principals, teachers, students and representative, and a representative from the Division of Information Resource Management. Other inputs included adequate office space, clerical reproduction facilities, office equipment, supplies and printed forms.

All processes were observed to be in agreement with the corresponding intended items. The project coordinator set up a card file for each school on which she maintained current school information. She also set up a folder file for each school, establishing an order for the files and a check list to keep tabs on the contents. The project coordinator followed a series of steps in notifying all private schools of the program, responding to those indicating an interest, forwarding required documents, notifying participating schools of their allocations, reviewing requisitions, arranging for review of training requests, submitting requisitions to procurement office after final review by project manager, and responding to problems and concerns about equipment, supplies and services.

The three outcomes all had the status of agreement between observed and intended items. The card file and folder file systems and their contents demonstrated that a management system had been established and maintained for involvement of private, non-profit schools. Letters and completed forms were verification that procedural guidelines had been written and distributed. Records verified that goods and services were provided, the main type of services being computer training. With all of the observed outcomes agreeing with the intended ones, Objective A, the establishment of effective management practices for participation in ECIA Chapter 2 at the LEA level, has been met.

Objective B: By June, 1984, analysis of records will show that through assistance of the ECIA Chapter 2 administrative staff, participation by private, non-profit schools in the ECIA Chapter 2 program at the LEA level was planned, implemented and evaluated. In addition to those inputs similar to Objective A there were three new inputs - program planning sheets, evaluation

questionnaires and workshop evaluation forms. All observed items were in agreement with the intended ones.

All processes were in agreement. Two informational meetings were held for private, non-profit participants. Program plans were requested by the project manager and submitted by participants with technical assistance for completion given as needed. Project coordinator disseminated information and forms for ordering goods and services and provided technical assistance in program implementation. Project evaluators provided evaluation information at the two general meetings and held two PMI workshops for participants who wished to learn more about self-evaluation, followed by workshop evaluation forms. Project participants completed evaluation questionnaires concerning their own objectives and ways of measuring them.

The outcomes for Objective B showed agreement between all three observed and intended outcomes. The program plans submitted by the participants verified their participation in LEA sponsored planning activity. Records on file, discussions with participants at meetings and workshops, and responses on evaluation questionnaires were evidence that programs were being implemented. Completed Workshop Evaluation Summaries and Program Effectiveness Questionnaires verified that participation was evaluated. The majority of the workshop participants found the sessions to be valuable (i.e. above average in all areas). The Program Effectiveness Questionnaire showed that the largest percentage of respondents (67%) used other than traditional instruments to measure effectiveness of the program; that the largest group of recipients of the benefits were teachers (26%); that most of the programs (71%) were in effect less than 3 months; that the most commonly measured effect was interest (24%); that 43% did not meet their objectives and that the main reason objectives were not met (78%) was that materials did not arrive on time.

With the outcomes showing that participation by private, non-profit schools in ECIA Chapter 2 programs at the LEA level, was planned, implemented and evaluated, Objective B was met.

Conclusion

The project goal was to insure equitable participation in ECIA Chapter 2 LEA programs by children enrolled in private, non-profit schools. This evaluation has shown that effective management practices have been established for the private non-profit schools in the District of Columbia, and that participation by such schools was planned, implemented and evaluated. It is recommended that the procedures currently in use be continued.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To insure equitable participation in ECIA Chapter 2 LEA programs by children enrolled in private, non-profit schools.

Objective A: By June, 1984, effective management practices will have been established at the LEA level by the ECIA Chapter 2 Administrative staff, for participation of private, non-profit schools in the ECIA Chapter 2 program, as measured by records on file.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project coordinator (Assistant LEA Director for ECIA, Chapter 2)	Agreement	a. The position description for the Assistant LEA Director for ECIA Chapter 2 includes the responsibility of coordinating and administering the program for private, non-profit schools. For purposes of this report the Assistant Director will be referred to as the project coordinator.
b. Project manager (LEA Director for ECIA, Chapter 2)	Agreement	b. The position description for the LEA Director for ECIA Chapter 2 describes overall management for all programs funded under Chapter 2. For purposes of this report, to conform with other Chapter 2 Evaluation reports the LEA Director will be referred to as the project manager.
c. Clerical assistance	Agreement	c. Clerical assistance is adequately provided by the LEA Chapter 2 secretary who has been observed performing the required duties.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
d. Private school principals	Agreement	d. Private school principals have been identified on letters, requests and record cards examined by the evaluators.
e. Private school teacher/ participants	Agreement	e. Private school teacher/ participants have been identified on forms examined by the evaluators and have been observed in person at workshops.
f. Private school students	Agreement	f. Private school students have been identified by their teachers, with the number of students at each school recorded on card files examined by the evaluators.
g. Other private school representative	Agreement	g. The Deputy Superintendent, Archdiocese of Washington, D.C., has been designated as the representative of private, non-profit schools. He has attended all meetings and has been observed in his role by the evaluators.
h. Representative from Division for Information Resource Management (DIRM)	Agreement	h. The representative from the Division for Information Resource Management (DIRM), was the Manager, Systems Planning and Development, as indicated on a memorandum dated November 23, 1983.
i. Adequate office space	Agreement	i. The project coordinator verified that office space was adequate, and it was observed by the evaluators.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
j. Adequate clerical reproduction facilities	Agreement	j. The project coordinator verified that clerical reproduction facilities were adequate for the present but as the program continues there will be a need for increased use of facilities.
k. Adequate office equipment, i.e. file cabinet	Agreement	k. Office equipment was observed to be adequate and was verified by the project coordinator as being so.
l. Adequate office supplies and materials	Agreement	l. Office supplies and materials were verified by project personnel as being adequate.
m. Required printed forms	Agreement	m. Printed forms were examined by the evaluators.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator will set up a card file with a separate card for each participating private, non-profit school.	Agreement	1.1 The card file was examined by the evaluators. It was observed to be complete and up to date.
1.2 The project coordinator will record the following on each card in the card file: a. Name of school b. Address c. Telephone number d. Name of principal e. Grades of school f. Number of students g. Amount of allocation	Agreement	1.2 Several cards were examined and contained all of the required information. A replica of a card, with identifying data removed, is shown in Appendix B.
1.3 The project coordinator will record on the cards all charges against the allocations, and each will contain the following: a. Equipment/materials ordered b. Date c. Business control number d. Expected cost e. Purchase order number f. Amount charged to the school	Agreement	1.3 The cards examined showed that the required information had been entered and kept up to date as shown in the sample in Appendix B.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.3 (continued) g. Services, if asked for, with date, funding requested and amount spent.		1.3 (continued)
1.4 The project coordinator will set up a folder file with a separate folder for each participating private, non-profit school.	Agreement	1.4 The folder file system was examined. The independent schools were grouped together followed by the Catholic Schools. In a separate section were folders for schools that had requested information but were not participating in the program.
1.5 The project coordinator will establish an order for the files and each will contain the following: a. The 1983 program plan b. The 1983 inventory report c. The 1984 program plan d. The 1984 inventory report e. The 1984 evaluation f. Copies of requisitions, floaters and correspondence.	Agreement	1.5 Folders were examined by the evaluators and were found to contain the plans, inventory reports, evaluations, copies of requisitions, copies of floaters and correspondence. (See inventory report form, Appendix C and program plan form, Appendix J.) The folders also contained a completed check list as shown in Appendix C indicating that schools were notified if data were missing.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 By May of 1983 the project coordinator will have sent letters to all District of Columbia private, non-profit schools asking if they are interested in participating in ECIA Chapter 2.	Agreement	2.1 As may be seen in the copy of the letter dated May 19, 1983 shown in Appendix D, private, non-profit schools were invited to participate in the program.
2.2 In July 1983 the project coordinator will send a letter to those schools that have indicated an interest, and will enclose the following documents: a. Federal Register rules and regulations concerning ECIA Chapter 2 b. Description of DCPS program operated under ECIA Chapter 2 c. Description of authorized purposes d. Format for submission of educational plans e. Evidence of private, non-profit status form.	Agreement	2.2 The project coordinator verified that all schools indicating an interest in participating, were sent a letter with the appropriate documents enclosed (see Appendix E). The documents were examined by the evaluators.
2.3 After receiving the completed forms, the project coordinator will send a letter telling what the allocation is, and including the following documents:	Agreement	2.3 Appendix F shows fiscal information including a copy of the letter sent to a private school (name omitted) with notification of its allocation. Also shown in Appendix F are the documents to be completed by

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.3 (continued) a. Program plan review b. Instructions for completing forms c. Requisition process description d. Requisition blanks for equipment and supplies e. Requisition blanks for books, cassettes and records f. Requisition blanks for services	Agreement	2.3 (continued) the private schools and instructions. During the 1983-84 school year, there was a 19% increase in participation due to an increase in the number of independent schools entering the program. (See Appendix G.)
3.1 A panel will be selected to review requests for computer training, the panel to include a representative from each of the following: a. D.C. Public Schools b. Private, non-profit schools c. D.C.P.S. Division of Information Resource Management	Agreement	3.1 A copy of the letter dated November 23, 1983, shown as part of Appendix H, verifies that a panel was selected. The panel consisted of the Assistant Director, ECIA Chapter 2, representing the DCPS; the Deputy Superintendent, Archdiocese of Washington, D.C. representing the private schools; and the Manager, Systems Planning and Development, DCPS, representing the Division of Information Resource Management.
3.2 The computer training review panel will review requests, make recommendations and sign statements to be forwarded to the procurement office.	Agreement	3.2 The panel reviewed submissions and selected a company to do computer training, using the rating sheet shown in Appendix H.

† Processes numbered to correspond with outcome

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3.3 The project coordinator will review requisitions; if they exceed the allocation, she will notify participants.	Agreement	3.3 The project coordinator verified that requisitions rarely exceed allocations but in the few cases where they did she notified participants by telephone and revised requests were submitted.
3.4 The project manager will review final requisitions.	Agreement	3.4 The project manager reviewed and signed off on final requisitions as examined by the evaluators.
3.5 The project coordinator will submit requisitions from participating schools, to the procurement office.	Agreement	3.5 The project coordinator verified that she submitted the requisitions to the procurement office with the summary cards examined by the evaluators, as evidence.
3.6 The project coordinator will respond to problems and concerns about equipment, supplies and services requested, following through to assist participants.	Agreement	3.6 The project coordinator stated that she responds to most of the concerns by telephone. Severe problems such as lost or stolen equipment were recorded on the individual cards examined by the evaluators. The project coordinator also has a file called "Worksheets" examined by the evaluators. The file contains notes concerning calls to and from schools such as on requisitions or purchase orders that were not processed. A letter sent to the procurement office requesting the status of such requisitions was examined by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Information reviewed by the ECIA Chapter 2 Evaluation Unit by the assistant for private, non-profit schools, will show that by June, 1984, a management system was established and maintained to organize records covering involvement of private, non-profit schools in the ECIA Chapter 2 LEA program.	Agreement	1. The card file system and the folder file system and their contents reviewed by the evaluators were verification that a management system for involvement of private, non-profit schools in the ECIA Chapter 2 LEA program had been established and maintained. Appendix B contains a sample record-keeping card, Appendix C has a check list indicating some of the folder contents.
2. Records reviewed by the ECIA Chapter 2 Evaluation Unit by the assistant for private, non-profit schools, by June, 1984, will show that procedural guidelines for participation by private, non-profit schools in the DCPS ECIA Chapter 2 LEA program, have been written and distributed.	Agreement	2. Letters and completed forms reviewed by the evaluators were verification that procedural guidelines were written and distributed to private, non-profit schools, concerning participation in the DCPS ECIA Chapter 2 LEA program. Appendixes D, E and F replicate letters and documents indicating procedural guidelines.
3. Records reviewed by the ECIA Chapter 2 Evaluation Unit by the assistant for private, non-profit schools, by June, 1984, will show that methods have been developed and were in use for providing goods and services to private, non-private schools participating in the ECIA Chapter 2 LEA program.	Agreement	3. In order to provide computer training, the main type of service requested, a panel was used to select the contractor. Procedures for review and submission of requisitions were developed and followed for provision of goods and services. Problems and concerns were managed by the project coordinator. The evaluators reviewed records verifying those activities, with some of the evidence recorded in Appendix H.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To insure equitable participation in ECIA Chapter 2 LEA programs by children enrolled in private, non-profit schools.

Objective B: By June, 1984, analysis of records will show that through assistance of the ECIA Chapter 2 Administrative staff, participation by private, non-profit schools in ECIA Chapter 2 programs at the LEA level was planned, implemented, and evaluated.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a through m are the same as those for Objective A. Please see page 1.		
n. Program planning sheets.	Agreement	n. Program planning sheets were examined by evaluators.
o. Evaluation questionnaires.	Agreement	o. Evaluation questionnaires were designed by evaluators and are on file in the Division of Quality Assurance.
p. Workshop evaluation forms.	Agreement	p. Workshop evaluation forms were designed by the evaluators and are on file in the Division of Quality Assurance.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 Project coordinator and manager will conduct two information meetings, one in the fall and one in the spring with information presented on program planning, implementing and evaluation.	Agreement	1.1 The Chapter 2 LEA staff held two information meetings, one on September 23, 1983 and the other on April 12, 1984 as verified by agendas (see Appendix I), sign-in sheets and attendance by evaluators.
1.2 The project manager will develop a request form and information sheet for program plans.	Agreement	1.2 Program plans for 1983-84 were discussed at the fall meeting. Program plans for 1984-85 were discussed at the spring meeting. A copy of the program plan material distributed at the spring meeting is shown in Appendix J.
1.3 Project coordinator and project manager will provide technical assistance in the development of the program plans.	Agreement	1.3 The project coordinator verified that technical assistance concerning development of program plans was provided, generally by telephone but in some cases in person.
1.4 Project participants will submit program plans to the project coordinator.	Agreement	1.4 Program plans were submitted and were examined by the evaluators.
2.1 Project coordinator will disseminate information and forms for ordering goods and services.	Agreement	2.1 As observed by the evaluators, information and forms were distributed to participants. Completed forms were examined.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.2 Project coordinator will provide technical assistance on program implementation.	Agreement	2.2 The project coordinator verified that technical assistance was provided either by telephone or in person. Notes on record cards and information in folders concerning such assistance were examined by the evaluators.
3.1 At a workshop held early in the project year, the project evaluator will provide evaluation information to the participants.	Agreement	3.1 As recorded on the agenda (Appendix I) the project evaluators provided information to participants on the evaluation requirements. (See Appendix K.)
3.2 At a workshop held in the spring, project evaluators will provide participants with forms and instructions on completing evaluation questionnaires.	Agreement	3.2 The agenda for the spring meeting (Appendix I) lists evaluation as a topic. Guidelines distributed to participants are included in Appendix L.
3.3 Project evaluators will conduct two PMI workshops for project participants to learn about self-evaluation.	Agreement	3.3 The PMI workshops were held on May 10, 1984 and May 17, 1984 as verified by memorandum information sheet and agenda (see Appendix M) and by the participant sign-in sheets.
3.4 Project evaluators will administer workshop evaluation forms to participants.	Agreement	3.4 As verified by completed forms, participants evaluated the workshops. Results are summarized in the outcomes section of this report.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3.5 Project participants will complete evaluation questionnaires and will submit them to the project coordinator.	Agreement	3.5 As verified by completed forms, participants evaluated their projects. A sample of a completed form is shown in Appendix N. Results of all submission are summarized in the outcomes section of this report.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Copies of program plans submitted by private, non-profit schools to the project coordinator and examined by the ECIA Chapter 2 Evaluation Unit, by June, 1984, will demonstrate the participation of private, non-profit schools in LEA sponsored planning activity.	Agreement	1. The program plans were examined by the evaluators. The program plans were written based on information provided to the participating schools, through memoranda, meetings and individual communications. A sample of a completed plan is presented in Appendix O.
2. Copies of requisitions, floaters and other records examined by the ECIA Chapter 2 Evaluation Unit, by June, 1984 and informal discussions with project personnel at workshops, will demonstrate that private non-profit schools began implementation of their projects.	Agreement	2. Data examined by the evaluators, discussions with participants at meetings and workshops and evaluation questionnaires were evidence that the participating private, non-profit schools were impelementing their programs.
3. Examination of questionnaires and workshop evaluation forms submitted to the ECIA Chapter 2 Evaluation Unit by the project coordinator by June, 1984, will demonstrate that participation by private non-profit schools was evaluated.	Agreement	3. Analyses of the workshop Evaluation Summaries are shown in Appendix P. An examination of the results showed high ratings by 65% of the participants attending the first workshop and by 71% of those attending the second. Analyses of the Program Effectiveness Questionnaire (see Appendix Q) showed that of the instruments used to measure effectiveness of the program, 14% of the raters reported using check lists, none checked questionnaires, interview forms or testing with comparison groups, 19% used pre-post testing and 67% checked "other" specifying

OBJECTIVE B

PART III (continued)

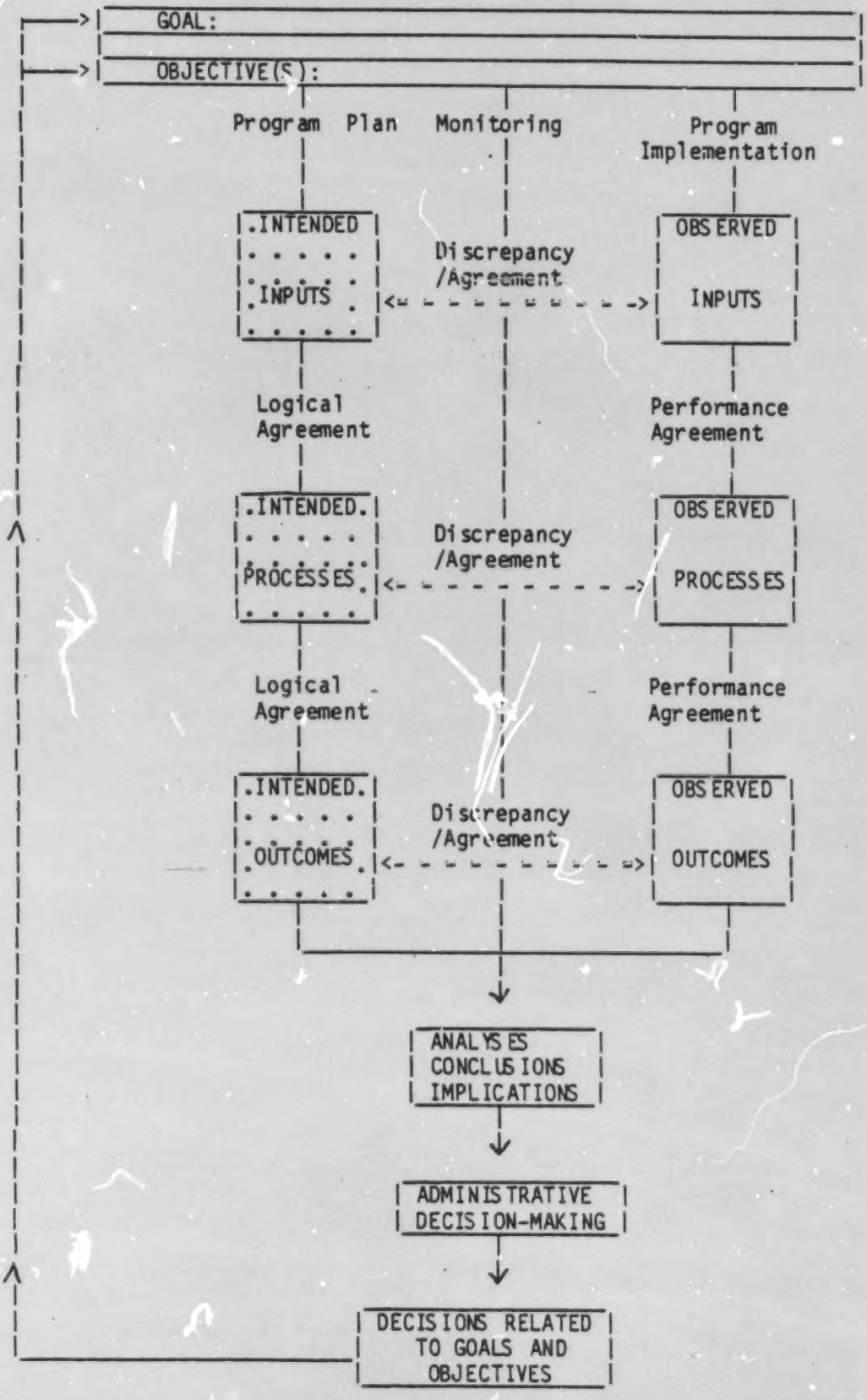
OUTCOMES

INTENDED	STATUS	OBSERVED
3. (continued)		3. (continued) examples such as records of librarian, teacher observation and final grades. On the second question concerning recipients of the benefits, the largest percentage checked were teachers (26%) followed by general elementary school students (20%), special subject matter elementary students (16%) and secondary students (14%). On how long the program was in effect, 71% of the raters checked less than 3 months and 9% 9 months or more. On what effects were measured 24% checked interest, 19% participation, 17% academic achievement and 16% attitude. On outcomes in terms of reaching objectives, 43% did not meet them, 33% met them completely and 25% met them partially. The main reason objectives were not met (78%) was that materials did not arrive on time. That fact was also the most prevalent comment. For all data analyzed, please see Appendix Q.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

SAMPLE COMPLETED RECORD CARD

SAMPLE COMPLETED RECORD CARD

(NAME OF SCHOOL)
(ADDRESS OF SCHOOL)
(NAME OF PRINCIPAL)
(TELEPHONE NUMBERS)
GRADE: Pre-K - 8

Balance 9/5/84 $622,60

				Charged
10/4/83	Computer Training Level I	$1105.00 (17)	Bal. $5121.60	(17/15) $1040.00
1/9/84	Computer Training Level II	690.00 (6)	Bal. $4431.60	

Date	Bus. Cont. #	Amount	P.O.#	Amount	
8/5/83	J-CBF-SM-0274	176.48	422482	154.43	1/30/84
	0275	15.45	422482	14.05	1/30/84
	0276	119.95	422482	119.26	1/30/84
	K-CBH-ER-4024	1,074.45	422157	798.00	2/11/84
	4025	607.60	422748	933.00	2/11/84
	4026	1,140.00	422157	820.80	2/11/84
		3,133.93			
	K-CBH-ER-4086	760.95	423778	937.23	

5/7/84	Computer Training	191.65	5/5/84
5/4/84	Computer Training	114.79	3/3/84
5/21/84	Computer Training	153.32	4/4/84

APPENDIX C

FILE CONTENT CHECKLIST AND
INVENTORY REPORT FORM

ECIA, CHAPTER 2, LEA

SCHOOL FILE CHECKLIST
FOR
PRIVATE NON-PROFIT SCHOOLS

1984

	ON FILE	NEEDED
I. FY '83		
Program Plan		
Inventory Report		
II. FY '84		
Program Plan		
Inventory Report		
Program Evaluation		
III. FY '85		
Program Plan		
IV. Other		

Please forward copies of the items checked in the NEEDED column to:

Mrs. Doris S. Rhodes
Assistant Director
ECIA, Chapter 2, LEA
415-12th Street, N. W.
Room 1004
Washington, D. C. 20004

If you have questions, please call Mrs. Rhodes on 724-4234.

Thank you for your cooperation.

Gilbert L. Hoffman
Acting Director
ECIA, Chapter 2

GLH:vp

INVENTORY REPORT
ECIA, CHAPTER 2, LEA

NAME OF SCHOOL

ADDRESS TELEPHONE NO.

ADMINISTRATOR DATE

NAME OF EQUIPMENT	MANUFACTURER	SERIAL NUMBER (Description)	DATE RECEIVED	LOCATION	COMMENTS

APPENDIX D

PARTICIPATION LETTER

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

SUPERINTENDENT

(202) 724-4222

May 19, 1983

Dear

The District of Columbia Public Schools is preparing for the FY '84 implementation of the Education Consolidation and Improvement Act of 1981 (ECIA). In accordance with Section 586 of ECIA, Chapter 2, the local education agency (LEA) must provide for the equitable participation of school-age children in private non-profit schools. Such provisions include services, materials, and equipment.

If you are interested in participating in this program you are asked to state such, in writing, no later than June 30, 1983.

A meeting has been scheduled for Tuesday, June 7, 1983 at 9:30 A.M. at St. Anthony's Grade School auditorium to discuss the implementation of this program with private non-profit school principals and/or directors. You are invited to attend.

If you have questions, please call Mrs. Doris Rhodes at 724-4235.

Send all written responses to:

Dr. Gilbert L. Hoffman
Acting Director, Chapter 2
D. C. Public Schools
Room 1004
415-12th Street, N. W.
Washington, D. C. 20004.

We look forward to your participation.

Sincerely,

Gilbert L. Hoffman

Gilbert L. Hoffman
Acting Director
ECIA, Chapter 2, LEA

GLH:vp

APPENDIX E

LETTER TO SCHOOLS THAT INDICATED
INTEREST IN PARTICIPATING

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

SUPERINTENDENT

(202) 724-4222

June 24, 1983

Ms. Sally Fisher
Principal
The Washington Ethical Society School
7750 Sixteenth Street, N. W.
Washington, D. C. 20012

Dear Ms. Fisher:

The District of Columbia Public Schools has received your letter expressing interest in participating in the Education Consolidation and Improvement Act of 1981 (ECIA) as a private, nonprofit school.

Chapter 2 of the legislation provides funds to State and local agencies in the form of block grants based on school age populations (ages 5-17). In accordance with Section 586 of ECIA, the local education agency (LEA) must provide for the equitable participation of children in private nonprofit schools. Such provisions include services, materials and equipment.

Enclosed are the following:

1. a copy of the regulations governing Chapter 2 of ECIA (Federal Register November 19, 1982),

2. the format for submitting program plans to the D. C. Public Schools ECIA, Chapter 2 LEA,

3. Chapter 2 program descriptions, and

4. a description of the authorized activities under the three subchapters.

After you have reviewed the enclosed information, please prepare your program plan. Forward it to me along with documentation that your school is private, nonprofit. Your allotment for services, materials and/or equipment is based on $16.30 per student.

When the information has been reviewed, you will be contacted as to the procedure for requesting services, materials and/or equipment.

Send all information to:

Dr. Gilbert L. Hoffman
Office of the Superintendent
D. C. Public Schools
415-12th Street, N. W. - Room 1004
Washington, D. C. 20004

Attention: Mrs. Doris S. Rhodes

If you have questions, please contact Mrs. Doris S. Rhodes at 724-4734.

Sincerely,

Gilbert L. Hoffman

Gilbert L. Hoffman
Acting Director
ECIA, Chapter 2

GLH:vp

Attachments

APPENDIX F

FISCAL INFORMATION FOR
PARTICIPATING SCHOOLS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

NTENDENT

(202) 724-4222

June 6, 1983

To: (NAME OF SCHOOL)

In accordance with the requirements of The Education Consolidation and Improvement Act of 1981, ECIA, Chapter 2, Subpart C Section 298.21, the District of Columbia Public Schools has allocated $ 5,346.40 to provide the children enrolled in the above named private nonprofit school with secular, neutral, and nonideological services, materials, and equipment or other benefits based on the enrollment of 328 at $16.30 per student for FY 1984.

Gilbert L. Hoffman
Acting Director
ECIA, Chapter 2, LEA

GLH:vp

Requisition Process for Private Nonprofit Schools
for
Use of ECIA Chapter 2 (LEA) Funds (beginning FY '84)

1. **Originator of Requisition - School Level**

   Place orders on appropriate forms.
   Complete all necessary information.
   Total each page.

2. **Forward to Dr. Hoffman's Office to the attention of Mrs. Rhodes**

   Log in requisitions.
   Make appropriate charges against allocation.
   Identify funding source and control numbers.
   Forward requisitions to Division of Finance for prevalidation.
   The Division of Finance transmits requisitions from prevalidation to procurement office for processing.

NOTE: Requisitions will not be sent directly to Logistical Support from schools.

5/10/1983

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

SUPERINTENDENT

(202) 724-4222

Memorandum to:

October 6, 1983

Subject: Private Nonprofit School Program Plan

The FY '84 program plan for _____ has been reviewed by this office. This checklist indicates the status of that review:

Topic Area	Acceptable	Not Acceptable	Recommendations
1. Heading information			
2. Program summary			
3. Program purpose			
4. Objectives/Outcomes			
5. Project work plan Objectives/activities/period			
6. Target population			
7. Daily operation			
8. Evaluation			

☐ Please make the recommended changes. Submit this information within the next 7 working days.

☐ Based on this review, your program plan has been found acceptable to the local education agency (LEA) and will inform you of your funding allocation.

We look forward to an exciting year.

Gilbert L. Hoffman
Acting Director
ECIA, Chapter 2

GLH:vp

INSTRUCTIONS FOR COMPLETION OF FORMS

1) Requisition for Equipment and Supplies (Form No. PSBA-10)

2) Library Book Order/Paperback Book Order (Form No. 603/613)

FORM: REQUISITION FOR EQUIPMENT AND SUPPLIES (PSBA-10)

Space Number	Information Needed
1	None
2	None
3	None
4	Indicate number of pages in this requisition
5	None
6	Date of submission
7	None
8	Name and address of school/facility to which the requisition is charged For different delivery location indicate in bottom section of space #12
9	Indicate person responsible for requisition
10	Telephone number(s) of responsible person
11	Identification number(s) for article(s) ordered
12	Name/description of article(s)
13	Quantity
14	Units (how sold)
15	Single unit price
16	Total amount (#13x15=16)
17	DO NOT USE
Sub-total	DO NOT USE
Total	Total EACH page
Signature/Title	Signature of authorizing officer/administrator with title and date

Forward the complete set (white, yellow and pink) to Dr. Hoffman's office; attention Mrs. Doris Rhodes.

NOTE: Attached is the Requisition Process for Private Nonprofit Schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF LOGISTICAL SUPPORT
415 TWELFTH STREET, N.W.–RM. 807
WASHINGTON, D.C. 20004

2. REQUISITION NO.	3. BUS. ADM. CONTROL NO.
-	-
4. PAGE NO. 1 OF 2 PAGES	5. P. O. NO. -
6. DATE PREPARED August 2, 1983	7. BUYER -

REQUISITION FOR EQUIPMENT AND SUPPLIES

8. FROM (Requisitioning point name and location)
Name and Adress of School

9. INFORMATION CALL:
Responsible Officer

10. TELEPHONE NO.
Telephone Number(s)

TY	FISCAL YEAR	FUND	AGENCY REPORTING CATEGORY: FY	FUNDING SOURCE	REPT CAT	MRU: PROJECT	RESPONSIBILITY CENTER: ACCOUNTABLE OFFICE	BR	SECT	ACTIVITY: CAT	FUNCTION	OBJECT	DISTRICT REPORTING CATEGORY: COST CENTER
A													

FORM OR STOCK NO. (11)	DESCRIPTION OF ARTICLES OR SERVICES (12)	QUANTITY (13)	UNIT (14)	UNIT PRICE (15)	AMOUNT (16)
	If delivery location is different from #3___indicate delivery location in this space.				

BEST COPY AVAILABLE

DELIVER TO (Give complete address, including zip code)
-

SUB TOTAL	- -
TOTAL	

SIGNATURE OF APPROVING OFFICER | TITLE | DATE

USE THIS FORM FOR:

Library books
Paperback books
Reference books
Cassettes
Records

FORM: LIBRARY BOOK ORDER/PAPERBOOK BOOK ORDER (Form No. 603/313)

(2 pages: first and continuation pages)

Complete separate forms for library and paperback books.

NEEDED INFORMATION

Page 1 of ___*	*Indicate number of pages
Date of Order	Date of submission
Deliver To:	Name and address of school/facility to which the requisiton is charged
Quantity	Enter number of units
Author	List authors alphabetically
Title	Indicate titles of books
Publisher	Indicate publishers of books
List price	Indicate prices of books, etc.
Total	Enter accurately: Enter totals from continuation pages.

DO NOT enter % discount on individual units.

Enter % discount **ONCE** after TOTAL LIST PRICE.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF LOGISTICAL SUPPORT
Room 807 – Presidential Building
415 12th Street, N.W.
Washington, D.C. 20004

Page 1 of _____

USE ONLY FOR LIBRARY AND PAPERBACK BOOKS

Date of Order _____

Vendor: _____

LIBRARY BOOK ORDER ☐

PAPERBACK BOOK ORDER ☐

Official Use Only:

Purchase Order # _____

Contract Number _____

Deliver To: _____
All Charges Prepaid

Washington, D.C. _____

Agency	Fiscal Year	Fund	Agency Reporting Cat			MRU	Responsibility Center			Activity			District Reporting Cat
			FY	Fund Source	R Cat	Project	Acc. Office	Br.	Sect	Cat	Function		Cost Center
G	A												O

QTY.	AUTHOR (LIST ALPHABETICALLY)	TITLE	PUBLISHER	LIST PRICE	% DISCOUNT	TOTAL

NOTICE TO THE CONTRACTOR:

a. ENCLOSE TWO (2) PACKING SLIPS WITH SHIPMENT
b. MAIL INVOICES TO:
Division of Finance
415 - 12th Street, N.W., Rm. 610
Washington, D.C. 20004

TOTAL LIST PRICE _____
LESS _____ % DISCOUNT _____
NET LIST TOTAL _____
TOTAL BOOKS: _____ TOTAL PROCESSING COST: _____
TOTAL AMOUNT OF ORDER _____

1 VENDOR SIGNATURE OF AUTHORIZED OFFICIAL

BEST COPY AVAILABLE

Form No 603/616 Rev 1974

PUBLIC SCHOOLS, D.C.

Page No.

VENDOR

CONTINUATION PAGE – ☐ LIBRARY BOOK ORDER ☐ PAPERBACK BOOK ORDER

DATE OF ORDER

SCHOOL

	QTY	AUTHOR (LIST ALPHABETICALLY)	TITLE	PUBLISHER	LIST PRICE	% DISCOUNT	TOTAL
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

BEST COPY AVAILABLE

APPENDIX G

PRIVATE SCHOOL PARTICIPATION
FY 83 AND FY 84

PRIVATE SCHOOL PARTICIPATION
ECIA, CHAPTER 2, LEA

	CATHOLIC		INDEPENDENT		TOTAL	
	Number	Percent Change	Number	Percent Change	Number	Percent Change
FY 1983	42		2		44	
FY 1984	42	0	10	+400	52	+19

APPENDIX H

COMPUTER TRAINING REVIEW PANEL

November 23, 1983

Memorandum to: Mr. Michael Taylor
Chief
Negotiated Services Branch

A three member panel was convened to evaluate the two submissions in response to RFP #01-84-15-002/

The Panel members were:

Joseph Wolfsheimer, Manager
Systems Planning and Development, DCPS
G. Patrick Canan, Deputy Superintendent
Archdiocese of Washington
Doris Rhodes, Assistant Director
ECIA, Chapter 2, LEA, DCPS

Attached are the evaluation forms for each panel member and the composite evaluation form. The panel determined that the contract would be offered to (NAME DELETED). I am therefore, recommending that the contract be awarded to (NAME DELETED) once the following areas of concerns are resolved:

1) Define the number of trainees and cost for Level III
(It would be acceptable to the panel should (NAME DELETED) decide to eliminate Level III because of the lateness of the school year.)

2) (NAME DELETED) should be informed of the DCPS budget process and determine if it can function within this process, thereby voiding the stipulation for payment on the first and fifteenth of each month as stated in the RFP response.

In order to expedite the processing of this service contract please contact this office if we can be of assistance.

Gilbert L. Hoffman
Acting Director
ECIA, Chapter 2

Attachments

Signature _____ Date _____

ECIA, CHAPTER 2, LEA

DIRECTIONS: Please rate each of the proposals submitted as listed below assigning points according to the following criteria

SELECTION CRITERIA	MAXIMUM POINTS
Knowledge of quality and experience of management and instructional staff. - course organization and design - available training site with equipment - evaluation of results - cost analysis and projections	20
Evaluation procedures for determining fulfilment of course objectives.	15
Understanding of the needs of the administrators and teachers in the application of training to content areas.	15
Background and experience in computer training with administrators/teachers and students.	25
Availability to meet schedule of availability of administrators and teachers.	25

COMPOSITE AVERAGE OF RATINGS

Name of Submitter	Knowledge Max=20	Evaluation Max=15	Needs Teachers & Administrators Max=15	Experience Max=25	Avail. Max=25	Aver. Score	Final Rank	Comments

APPENDIX I

AGENDA OF INFORMATION MEETINGS

THE EDUCATION CONSOLIDATION AND IMPROVEMENT
ACT OF 1981

CHAPTER 2, LEA
Evaluation and Program Planning Meeting

Thursday, April 12, 1984
2:30 P.M.
St. Anthony's Grade School Auditorium
12th and Monroe Streets, N. E.
Washington, D. C. 20017

AGENDA

• Opening	P. Canan G. Hoffman
• Program Plan Procedures for Completion	P. Canan G. Hofman
• Program Evaluation	M. McBeath
• Inventory of Materials and Equipment	D. Rhodes
• Requisition Process	D. Rhodes
• Questions and Answers	G. Hoffman

NOTE:

Please pick up a set of forms for 1984-85 requisitions.

APPENDIX J

PROGRAM PLANNING MATERIAL

ECIA, CHAPTER 2 LEA PROGRAMS OF
PRIVATE, NON-PROFIT SCHOOLS

PROGRAM PLAN FOR SY 1984-85

Title of Program:

ECIA Subchapter:

Program Manager:
Program Coordinator:

1. Program Summary:

   Prepare a brief summary of the program. State how the program supports, strengthens, or augments the regular program. Please include any program modifications.

2. Purpose:

   State the purpose of the program.

3. Project Work Plan:

   The work plan should include completed program plan and program calendar (see attached).

4. Target Population:

   Describe the target population

5. Daily Operation:

   Describe how the program will operate on a daily basis.

6. Budget and Plan for Expenditure of Funds:

   Prepare a budget proposal specifying costs for each category. Attach a justification statement for each expenditure. Submit a total budget for the entire program.

PROGRAM PLAN

Objectives	Activities (Processes) To Achieve Each Objective	Anticipated Outcomes (With Evaluation Criteria)

PROGRAM CALENDAR

Activities to Achieve Objectives	Specify the Number of the Objective(s) Supported	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June

APPENDIX K

ECIA CHAPTER 2 EVALUATION INFORMATION

District of Columbia Public Schools

ECIA CHAPTER 2 EVALUATION GUIDELINES

As may be seen in the section quoted below, from the Rules and Regulations, evaluation of all ECIA Chapter 2 programs are required for the 1983-84 school year.

52372 Federal Register / Vol. 47, No. 224 / Friday, November 19, 1982 / Rules and Regulations.

PART 298 - CHAPTER 2 OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981

Subpart A - How a state or Local Educational Agency Obtains Funds Under Chapter 2

298.4 State applications.

(c) In addition to the other requirements in Section 564 of Chapter 2, a State's application must provide, beginning with fiscal year 1984, for an annual evaluation of the effectiveness of programs assisted under Chapter 2, which shall include comments of the State Advisory Committee, and shall be made available to the public. The first evaluation covers the school year 1983-1984.

(Sec. 564, 20 U.S.C. 3814)

In order to collect the information from the private non-profit schools, a questionnaire with the results of each program's internal evaluation, will be collected in July, 1984. To prepare you for the request, and to encourage you to establish your data collection procedures early in the school year, you will receive a copy of the questionnaire with the attached guidelines. If you have any questions, please call Ms. Doris Rhodes at 724-4235.

APPENDIX L

GUIDELINES FOR EVALUATION

GUIDELINES FOR "MEASURING EFFECTIVENESS" QUESTIONNAIRE

In order to show effectiveness, objectives must be measurable. To be measurable your objectives should include information (stated or implied), as follows:

Who, does what, how, as measured by, to what degree, by when? For example,

WHO:	Seventh grade students who had tested at the 40th percentile or below on a
AS MEASURED BY:	standardized pretest in mathematics
WHEN:	after one year
HOW:	in computer-assisted instruction
DOES WHAT:	will demonstrate improved mathematics
TO WHAT DEGREE:	by showing a mean score above the 40th percentile on a posttest.

TO WHAT DEGREE:	At least 80%
WHO:	of the students
WHEN:	who have had three months
HOW:	training in the operation of office equipment,
DOES WHAT:	will demonstrate independent use of the equipment
AS MEASURED BY:	as documented in individual work study evaluations.

WHEN:	At the end of the year,
WHO:	teachers
HOW:	in classes for which extra reference materials have been purchased,
DOES WHAT:	will report greater interest in the subject
TO WHAT DEGREE:	as shown by a mean rating of at least four on a five point scale of
AS MEASURED BY:	questions on a "use of materials" questionnaire.

WHEN:	During the 1983-84 school year,
WHO:	students
HOW:	who have access to new typewriters
DOES WHAT:	will have more time on task available then those where only old ones are available,
TO WHAT DEGREE:	as measured by the difference in the number of days the typewriters are out of service for repair,
AS MEASURED BY:	as shown on a check list maintained in all typing classes.

The above examples show complete objectives that can be measured. Although your objectives may not state all of the components, it is necessary that they be known in order to measure the effectiveness your program.

The following items refer to the Effectiveness Questionnaire. The questionnaire requests information on selected components of the program objectives and outcomes.

INSTRUMENTS

Item one on the questionnaire asks which instruments were used to measure effectiveness. If baseline data or pretest measures are to be used, they should be collected as early in the school year as possible.

If data are to be collected throughout the school year, a system should be established for such collection, with appropriate monitoring to insure adequacy.

If instruments such as questionnaires are to be developed for use at the end of the year, initial drafts should be written as soon as possible, with time for feedback from others who have had experience in devising questionnaires.

If observation check-lists are to be used, schedules and training (if necessary) should be established early.

Instruments must be valid, reliable and usable.

RECIPIENTS OF BENEFITS

The effectiveness of a program depends on the degree to which the intended outcomes occur. In schools, the ultimate recipient is generally the student though others may benefit as well.

EFFECTS MEASURED

Positive effects are generally measured by increased or improved achievement, interest, attitude, participation, use of equipment or supplies. Sometimes positive effects may be measured by decreasing the baseline data such as with truancy, vandalism, required repairs of equipment.

LENGTH OF PROGRAM

Although program plans are written for a year, problems such as materials not arriving in time or staff changes can affect the length of time the program actually was going on, especially during its first year. The outcomes can be affected if insufficient time were available to test the objectives.

OUTCOMES

If the objectives were not reached, they should be examined so that changes can be made in either the program, the objectives or the ways of measuring the objectives.

COMMENTS

Frequently benefits other than those stated in the objectives or forseen by the program director, occur during the course of the year. It is helpful to have these documented by stating them in the COMMENTS section.

APPENDIX M

PMI EVALUATION MODEL
WORKSHOP INFORMATION

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

PERINTENDENT

(202) 724-4222

May 4, 1984

Memorandum to:

From: Doris S. Rhodes
Assistant Director

Subject: Workshop for the Planning, Monitoring, Implementing (PMI) Evaluation Model

The workshop/training session for the Planning, Monitoring, Implementing (PMI) Evaluation Model has been scheduled for:

Thursday, May 10 and May 17
from 9:45 A.M. to 12:45 P.M.
at
The Pioneer Room - St. Martin's Church
(lower area)
1900 North Capitol Street, N. W.
use T Street (side) entrance
Street parking is available after 9:30 A.M.

Please note: There will only be the AM sessions and they are divided for (1) theory and (2) application.

DSR:vp

Marcia McBeath, Ph.D., Director
ECIA Chapter 2 Evaluation Unit
D.C. Public Schools

Doris Rhodes, Assistant Director
ECIA Chapter 2 Administration
D.C. Public Schools

A Workshop for Private, Non Profit School Personnel on Using the PMI Evaluation Model for Program Evaluation

DATES

Session I - May 10, 1984, 9:45-12:45

Session II - May 17, 1984, 9:45-12:45

PLACE

St. Martin's Church
North Capitol & T Sts., N.W.
Washington, D.C.

OBJECTIVES

After participating in this six hour training session, workshop attendees will demonstrate the following:

1. Knowledge of the PMI (Planning, Monitoring and Implementing) Evaluation Model;

2. Knowledge of strategies which respond to common evaluation problems encountered by untrained evaluators;

3. Application of the PMI Evaluation Model.

EVALUATION STRATEGIES

An evaluation questionnaire which elicits participants' opinion of the effectiveness of the workshop will be completed by each workshop attendee.

Pre- and posttest gains to demonstrate knowledge of the PMI evaluation model acquired will be completed by all participants.

Evaluation designs and program evaluation reports will be completed by individuals or small groups to demonstrate application of the PMI evaluation model.

Marcia McBeath
Doris Rhodes

A Workshop for Private, Non Profit School Personnel on Using the PMI Evaluation Model for Program Evaluation

AGENDA

Session I

9:45-10:00 Introduction; pretest; workshop objectives; agenda

10:00-10:35 Evaluation in general; goals and objectives; PMI evaluation model background and schema; recording sheets; reporting

11:05-11:15 Break

11:15-11:45 Interim report (practice session)

11:45-12:00 Final report (practice session)

12:00-12:15 Evaluation problems to avoid

12:15-12:45 Posttest, workshop evaluations, preparation for Session II

APPENDIX N

PROGRAM EFFECTIVENESS QUESTIONNAIRE

NAME OF SCHOOL _____ NAME OF RESPONDENT _____ DATE _____

ECIA Chapter 2 Program Effectiveness Questionnaire
for Private Non-Profit Schools

On all questions below, please respond for each of your objectives. See accompanying guidelines for descriptive information.

1. What instruments did you use to measure the effectiveness of your program? (Please check all that apply.)

	OBJECTIVES				
	1	2	3	4	5
a. questionnaires					
b. checklists					
c. interview forms					
d. pre-post testing (please indicate test(s) used)					
e. testing with other comparison group(s); (please indicate test(s) and comparison group(s) test(s)					
comparison group(s)					
f. other (please indicate)					
Tests Given in class	X	X	X		
Evaluation in Computer Class	X	X	X		

2. As stated or implied in your objectives who were the recipients of the benefits provided by ECIA Chapter 2 funding? (Please check all that apply.)	OBJECTIVES				
	1	2	3	4	5
a. students in general elementary school classes					
b. students in special subject matter elementary school classes (please indicate subject(s))					
c. students in secondary school classes (please indicate subject(s)) Typing I Course Typing Enrichment Course	X	X	X		
d. special education students					
e. gifted students					
f. teachers	X	X			
g. librarians					
h. others (please specify)					
3. How long was the program in effect this school year when the final results were measured?					
a. nine months or more	X	X	X		
b. six to eight months					
c. three to five months					
d. less than three months					

4. What effects were measured? (Please check all that apply)

	OBJECTIVES				
	1	2	3	4	5
a. academic achievement (please indicate subject(s)) Typing I Typing Enrichment	X	X			
b. interest (please indicate area) Typing I Computer Science Classes	X	X X	X X		
c. attitude (please indicate area) ENTHUSIASM OF STUDENTS FOR USING ELECTRIC TYPEWRITERS RESULTED IN POSITIVE ATTITUDE TOWARD MACHINES, USE FOR PAPERS AND PROJECTS, ETC.	X	X	X		
d. participation (please describe) All students enrolled in classes made use of the machines. Other students/teachers also made use of the machines on an ad hoc basis	X	X	X		
e. use of equipment or supplies (please describe)					
f. other (please describe)					

	OBJECTIVES				
	1	2	3	4	5
5. What were the outcomes in terms of reaching the objectives?					
a. met objective completely					
b. met objective partially					
c. did not meet objective					
6. If objective was not reached, what do you see as possible reasons?					
a. materials did not arrive on time					
b. insufficient staff					
c. inadequate measures					
d. objective was too idealistic					
e. other (please specify)_____					

7. Comments

PROGRAM PLAN ITEMS 3 AND 7

Objectives	Activities to Achieve Each Objective	Anticipated Outcome(s)	Evaluation Procedures in Measure Each Objective
1. Fundamental typing skills	1. Typing I course	1. Proficiency in basic typing skills.	1. Tests given in class.
2. Familiarity with standard typewriter keyboard	2. Typing enrichment course	2. Knowledge of keyboard necessary for use of computer keyboard.	2. Ability at computer keyboard measured by time needed to complete programming assignments.
3. Use of typing skills for reports, projects and science fair.			

APPENDIX O

PRIVATE NON-PROFIT SCHOOL PROGRAM PLAN

(NAME OF SCHOOL)

December 7, 1983

Dear Dr. Hoffman,

I am pleased to enclose a proposal from (NAME OF SCHOOL) in which we request $16,348.00 under the ECIA, Chapter 2 LEA Program for equipment to be used in a course to teach touch typing on standard electric typewriter.

We have calculated our budget on the basis of our present enrollment of 1,003 students, at $16.30 per student.

Also enclosed is verification of our status as a non-profit, tax-exempt institution.

I appreciate your courtesy and the assistance of Doris Rhodes, who has been very helpful to us in preparing the enclosed forms.

As a school which has always fostered cooperation between the public and private sectors of education, we are particularly pleased that we may qualify for this support.

Sincerely,

Headmaster

Dr. Gilbert L. Hoffman
Office of the Superintendent
D.C. Public Schools
415 - 12th Street, N.W., Room 1004
Washington, DC 20004

Attention: Mrs. Doris Rhodes

ECIA, CHAPTER 2 LEA PROGRAMS
PRIVATE NONPROFIT SCHOOLS
PROGRAM PLAN

Name of School _____ Date December 7, 1983

Address _____ Telephone No. _____

ECIA Subchapter: C

Program Director:

1. Program Summary:

   Prepare a brief summary of the program.

2. Purpose:

   State the purpose of the program.

3. Objectives and Outcomes:

   State the program objectives. For each objective, state anticipated outcomes and activities that support the objective. (Use attached sheets)

4. Project Work Plan:

   Complete the work plan chart by (a) listing the major activities of the program; (b) citing the objective(s) and (c) marking the calendar month to indicate the period of activity.

   Include here all activities to achieve objectives and to carry out the evaluation.

5. Target Population:

   Describe the target population: For example, in the case of students, specify the age, grade level and number in each age/grade category as of October 1982.

6. Daily Operation:

   Describe how the program will operate on a daily basis.

7. Evaluation:

   Indicate how the objectives will be evaluated.

TABLE OF CONTENTS

Program Summary	Page 1
The Purpose of the Program	Page 1
Objectives and Outcomes of the Program	Page 1
Project Work Plan	Page 2
Target Population	Page 3
Daily Operation	Page 3
Evaluation Plan	Page 4
Program Budget	Page 5
Resume of Program Director	Page 6
Program Plan Items 3 and 7 (chart)	Page 7
Program Work Plan (chart)	Page 8
Background Information on School	Appendix A
Tax Exempt Information	Appendix B i and B ii
Names and Primary Affiliation of Officers and Board Members	Appendix C
Colleges Attended by the Class of 1983	Appendix D
National Honors Awarded to the Class of 1983	Appendix E
Revenue and Expense: 1982-83 Audited Results and 1983-84 Budget	Appendix F
Sample Course Materials	Appendix G

(NAME OF SCHOOL)

1. PROGRAM SUMMARY

The program will use standard-keyboard electric typewriters to teach the basic skills of touch typing to college-bound high school students. During the school year, students in grades nine through twelve will have the option of enrolling in the course, which is offered on a pass-fail basis and earns no credit. The course will also be offered on the same basis during the summer in two sections, one for students age fourteen and older, the other for those younger than fourteen.

2. THE PURPOSE OF THE PROGRAM

The purpose of the program is to provide a good foundation of basic skills in touch typing for our students. We recognize that we are probably not preparing our students for careers as typists, secretaries, word processors or data processors per se. No matter what our students choose for their career objectives, however, most will find themselves using a typewriter keyboard at some point in their future education and employment.

In every class at (NAME OF SCHOOL) there is an emphasis on writing. For many students the pleasure of writing is dampened by the relative slowness of their handwriting. By learning to use an electric typewriter early in their high school years, we feel that our students will approach term papers and creative writing assignments with a greater sense of confidence in their ability to transfer their thoughts to paper. They will be more ready to edit and to revise their original drafts if they work from copy which is legible and if they know that producing a final version will not be a tedious exercise in handwriting.

3. OBJECTIVES AND OUTCOMES OF THE PROGRAM

The objective of the program is to introduce students to the keyboard of a standard electric typewriter, to its operative parts, and to proper typing techniques. There is an emphasis on basic skills-building, on developing speed and accuracy, and on creative typing and composition at the typewriter. Students will also be taught the proper format for correspondence, manuscripts, and footnotes.

One instructor will offer a single-semester typing course meeting two periods per week (each period lasts 45 minutes) for a total of twenty-eight sessions. A maximum of twenty students will be enrolled in each section; there will be two sections of the course each semester.

The students will learn on IBM Model 721 electric typewriters, a durable model with a standard keyboard built to withstand the hard use of a classroom setting.

As an outcome of the program, we hope that the students will have sufficient skill in the use of an electric typewriter so that a majority of the class will be able to use typewriters for their written assignments if they choose to do so.

4. PROJECT WORK PLAN

a. The Major Activities of the Program

1. Classroom instruction
2. Homework assignments
3. Proficiency drills

b. The major Objectives of the Program

1. Teach the students the alphabetic keys of a standard keyboard
2. Teach the students the number keys of a standard keyboard
3. Teach the students the symbol keys of a standard keyboard
4. Teach the students production typing skills:
   a) Letter in modified block style with mixed punctuation
   b) Envelope
   c) Typing a theme
   d) Manuscript with footnotes
   e) Book report
   f) Outlines
   g) Proofreading
   h) Horizontal and vertical centering
   i) Spread heading
   j) Work division
   k) Aligning, "squeezing" letters

5. TARGET POPULATION

During the academic year (September through June) the course will be open to Upper School students (grades nine through twelve.) The ages of the students enrolled will range from fourteen through eighteen.

During the summer session (June through August) the course will be open to students age fourteen and above; a separate course will be offered for students younger than fourteen but older than ten.

In the 1982 academic year, the following ages and grades of students were enrolled in the course in the month of October:

Age 14	1 student
Age 15	9 students
Age 16	4 students
Age 17	5 students

Grade 9	5 students
Grade 10	4 students
Grade 11	6 students
Grade 12	4 students

6. DAILY OPERATION

The classroom will be equipped with twenty IBM Model 721 electric typewriters. This typewriter model has an 88-character keyboard and a $9^{1/2}$ inch writing line. It is a single element typewriter with a cloth or a plastic ribbon. Each typewriter will be secured to a table. Students will sit in straight-backed chairs to encourage correct typing posture.

The students will use the second edition of Century 21 Typewriting, by Lessenberry, Crawford, Erickson, Beaumont and Robinson, published by South-Eastern Publishing Co. They will also use two workbooks: Typewriting Style Manual, which is correlated with the above textbook, and Basic Typewriting Drills (5th edition), by Wanous and Langford.

The instructor will teach one lesson from the textbook per class; she will usually assign the following lesson as a homework exercise, to encourage students to become familiar with their typewriter at home as well as those used in the classroom. The students will learn the entire alphabetic keyboard in about thirteen lessons, using about nine class sessions. After a week of reinforcement drills, the students will begin to learn the number keyboard. The symbol keyboard follows. This is assigned as homework because the arrangement of the symbol keys varies considerably and the instructor wants the students to learn the keyboard which they will use for their personal typing.

Once the students know the keyboard, they will begin to work intensively on production typing skills. They will begin with style manual guidelines for letters and envelopes. Then they will learn the format for footnotes, discuss proofreading, and review the rules for word division. The techniques for centering (horizontal and vertical), for spread heading, and for aligning and "squeezing" words will also be taught.

The instructor has assembled a selection of diverse materials to use in teaching production typing. (Samples are included in Appendix C.) For example, the first exercises are interesting essays with a limited number of easily-spelled words and minimal punctuation. As the students become more proficient, the instructor will draw upon a number of other projects, including those describing other cultures, because they include vocabulary unfamiliar to the students and words composed of letters not frequently used in standard English.

The instructor has developed several classroom games to accustom students to typing from dictation without looking at their hands. She encourages them to compose at the keyboard by having each student keep a journal. At other times the class will write progressive stories, passing each student's paper to another student after a set time has passed. By the last month of the course, the instructor expects that each student will be able to type his or her own paper if he so chooses. The production skills taught are directly related to the requirements for preparing and presenting long papers.

The instructor recognized that her students are college-bound. The course is therefore structured to enhance each student's verbal creativity and to teach typing as a lifetime skill.

7. EVALUATION PLAN

The program will be considered successful if:

1. All of the students learn the alphabetic, numeric, and symbol keys of the standard electric typewriter keyboard

2. Each student improves his or her own typing skills.

3. Each student comes to value his acquired typing ability as a lifetime skill.

PROGRAM PLAN ITEMS 3 AND 7

Objectives	Activities to Achieve Each Objective	Anticipated Outcome(s)	Evaluation Procedures in Measure Each Objective
Teach the alphabetic keys of a standard electric keyboard	Classroom Instruction; Homework assignments; Reinforcement drills.	Students will be able to touch-type the alphabetic keys.	Instructor will review homework assignments and observe classroom performance.
Teach the numeric keys of a standard electric keyboard	Classroom Instruction; Homework assignments; Reinforcement drills.	Students will be able to touch-type the numeric keys.	Instructor will review homework assignments and observe classroom performance.
Teach the symbol keys of a standard electric typewriter	Classroom Instruction; Homework assignments; Reinforcement drills.	Students will be able to touch-type the symbol keys.	Instructor will review homework assignments and observe classroom performance.
Teach production typing skills to enable students to produce their own writing assignments in correct format using typewriter.	Classroom Instruction; Homework assignments; Reinforcement drills.	Students will be able to produce their own writing assignments in correct format using typewriter.	Instructor will review homework assignments and observe classroom performance.

4. PROGRAM WORK PLAN

(Please also refer to page 2 of proposal text.)

Activities to Achieve Objectives	Specify the Number of the Objective(s) Supported	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Classroom Instruction	Learn alphabetic keys	(x)		X					X				
Homework Assignments	Learn number keys	(x)			X					X			
Proficiency Drills	Production typing skills	(x)	(x)			X	X	X			X	X	X

APPENDIX P

PMI WORKSHOP EVALUATION SUMMARIES

EVALUATION OF PMI WORKSHOP

Please rate each area by circling a number from 1 to 5, with the lowest rating at the left.

1. The manner in which the information was presented was:

Dull				Exciting
1	2	3	4	5

2. The clarity of the presentation was:

Difficult to Understand				Very Clear
1	2	3	4	5

3. The value of the workshop to me was:

Practically Useless				Extremely Useful
1	2	3	4	5

4. The workshop brought about, maintained or increased my interest in evaluation:

Not At All				Very Much
1	2	3	4	5

5. The workshop objectives were met:

Not At All				Very Much
1	2	3	4	5

Comments:

PARTICIPANT EVALUATION RESULTS, SESSION I
PRIVATE, NON-PROFIT SCHOOLS, MAY 10, 1984
(ECIA, CHAPTER 2)

RATING

	(NEGATIVE) 1		2		3		4		(POSITIVE) 5		NR			
ITEM	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Manner	0	0	0	0	6	46	7	54	0	0	0	0	13	100
Clarity	0	0	0	0	4	31	5	38	4	31	0	0	13	100
3. Value	0	0	0	0	2	15	4	31	7	54	0	0	13	100
Interest	0	0	0	0	4	31	6	46	3	23	0	0	13	100
5. Objectives Met	0	0	0	0	2	15	4	31	6	46	1	8	13	100
Total	0	0	0	0	18	28	26	40	20	31	1	2	65	100

COMMENTS

"I found that this workshop would have helped me write a much clearer, more organized and more concise proposal had I known about this process."

"It appears to me that what, in practice, most of us are doing are worrying about $ for procurement without putting that procurement in a program context. This workshop should help us to get the persons coming up with the procurement ideas to better justify their choices"

"Materials -- excellent. Thank you."

"Well done!"

"Very worthwhile - I am looking forward to our next session."

PARTICIPANT EVALUATION RESULTS, SESSION II
PRIVATE, NON-PROFIT SCHOOLS, MAY 17, 1984
(ECIA, CHAPTER 2)

	(NEGATIVE)				(RATING)				(POSITIVE)					
	1		2		3		4		5		NR			
ITEM	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Manner	0	0	0	0	6	50	6	50	0	00	0	0	12	100
Clarity	0	0	0	0	4	33	6	50	2	17	0	0	12	100
3. Value	0	0	0	0	5	42	2	17	5	42	0	0	12	100
Interest	0	0	0	0	3	25	4	33	5	42	0	0	12	100
5. Objectives Met	0	0	0	0	3	25	5	42	4	33	0	0	12	100
Total	0	0	0	0	21	35	23	38	16	27	0	0	60	100

COMMENTS

Thanks for your time and knowledge. It will be a pleasure to share my knowledge and experience of the workshop with others.

It would be good to offer this again before programs are written. Thank you very much.

Part II completed, brought to full circle what we were trying to achieve. I'm very happy that I came because the workshops demonstrated for me the need for intellectual discipline and accuracy. As a Dominican I welcomed the reminder and the challenge. Another plus was the relaxed ambiance and the opportunity to meet other teachers - educators- from both the private and public sectors. I thank you for your obvious concern and dedication to helping us and for the fruit and nuts.

Thank you.

In retrospect it would have been helpful if early in the first session of the workshop you compared the components of the PMI evaluation model with components on the program plan outline distributed by Doris Rhodes. Overall, it has been very helpful to me, as a Business Manager, who has to bring the teaching faculty into line!

Would have perferred course before writing my program.

APPENDIX Q

PROGRAM EFFECTIVENESS QUESTIONNAIRE SUMMARIES

NAME OF SCHOOL _____ NAME OF RESPONDENT _____ DATE _____

ECIA Chapter 2 Program Effectiveness Questionnaire
for Private Non-Profit Schools
N=18

On all questions below, please respond for each of your objectives. See accompanying guidelines for descriptive information.

1. What instruments did you see to measure the effectiveness of your program? (Please check all that apply.)

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	%
a. questionnaires	0	18	0	18	0	18	0	18	0	18	0	0
b. checklists	1	17	1	17	1	17	1	17	1	17	5	14
c. interview forms	0	18	0	18	0	18	0	18	0	18	0	0
d. pre-post testing (please indicate test(s) used) Teacher-prepared tests, "Computeronics," Peabody Picture Vocabulary Test	3	15	1	17	2	16	0	18	1	17	7	19
e. testing with other comparison group(s); (please indicate test(s) and comparison group(s) test(s)	0	18	0	18	0	18	0	18	0	18	0	0
comparison group(s)	0	18	0	18	0	18	0	18	0	18	0	0
f. other (please indicate) Records of librarian, report of computer teacher, teacher-prepared tests, teacher observation, physical measurement, final grades, observation of student interest.	7	11	5	13	6	12	3	15	3	15	24	67
Total											36	100

2. As stated or implied in your objectives who were the recipients of the benefits provided by ECIA Chapter 2 funding? (Please check all that apply.)

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	%
a. students in general elementary school classes	5	13	4	14	4	14	1	17	1	17	15	20
b. students in special subject matter elementary school classes (please indicate subject(s)) Mathematics, Social Studies, Science, music, study skills, biology, English, health, history, business,	4	14	4	14	1	17	3	15	0	18	12	16
c. students in secondary school classes (please indicate subject(s)) All subjects, students in computer classes, Typing I, Typing Enrichment, Math, English, Social Studies, Classics, Modern Language, Art, Science,	4	14	3	15	2	16	1	17	0	18	10	14
d. special education students	1	17	1	17	1	17	2	16	1	16	6	8
e. gifted students	1	17	2	18	0	16	0	18	1	17	4	5
f. teachers	7	11	6	12	3	15	2	16	1	17	19	26
g. librarians	2	16	1	17	2	16	0	18	0	18	5	7
h. others (please specify) Secretaries, all students,	3	15	0	18	0	18	4	18	0	18	3	4
										Total	74	100

3. How long was the program in effect this school year when the final results were measured?

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	%
a. nine months or more	1	17	1	17	1	17	0	18	0	18	3	9
b. six to eight months	1	17	0	18	0	18	0	18	0	18	1	3
c. three to five months	1	17	2	16	2	16	0	18	1	17	6	18
d. less than three months	9	9	5	13	4	14	4	14	2	16	24	71
										Total	34	101

4. What effects were measured? (Please check all that apply)

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	%
a. academic achievement (please indicate subject(s)) Electronics, math problem solving, reading, literature, typing, computer literacy, biology, English, health, business,	3	15	2	16	2	16	1	17	2	16	10	17
b. interest (please indicate area) Not objectively measured but noticeably improved, increased hands-on experience with computers, film strips, typing, computer science,	4	14	5	13	4	14	1	17	0	18	14	24

4. (continued)

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	%
c. attitude (please indicate areas) appreciation for being able to use equipment for school work, Social Studies, enthusiasm of students using electric typewriters resulted in position attitude toward machines	4	14	2	16	3	15	0	18	0	18	9	16
d. participation (please describe) All students 1-8, all students enrolled in classes and others on an ad hoc basis.	5	13	3	15	3	15	0	18	0	18	11	19
e. use of equipment or supplies (please describe) Computer literacy software, VIC-20 computers, C2N datasettes, manipulative devices for math and reading and phonics, sharing, self-control, knowledge,	3	15	2	16	1	17	1	17	1	17	8	14
f. other (please describe) Increase in library shelf space,	2	16	1	17	2	16	1	17	0	18	6	10
										Total	58	100

5. What were the outcomes in terms of reaching the objectives?

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	%
a. met objective completely	3	15	4	14	4	14	1	17	1	17	13	33
b. met objective partially	4	14	3	15	2	16	1	17	0	18	10	25
c. did not meet objective	7	11	3	15	3	15	2	16	2	16	17	43
									Total		58	100

6. If objective was not reached, what do you see as possible reasons?

	OBJECTIVES										Total	
	1	NR	2	NR	3	NR	4	NR	5	NR	#	NR
a. materials did not arrive on time	11	7	7	11	5	13	5	13	3	15	31	78
b. insufficient staff	1	17	1	17	0	18	0	18	0	18	2	5
c. inadequate measures	1	17	0	18	0	18	0	18	0	18	1	3
d. objective was too idealistic	1	17	0	18	1	17	1	17	0	18	3	8
e. other (please specify)	1	17	1	17	1	17	0	18	0	18	3	8
Materials did not arrive												
									Total		40	102

7. Most of the comments were concerned with materials arriving very late or not at all. Some of the projects were carried out with the school's own equipment, others said they planned to follow through with the same plan during the 1984-85 school year.